DOCUMENT RESUME

ED 086 041 HE 004 877

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TITLE Student-Faculty Opinion Poll, 1973. Nationwide Surveys on Student and Faculty Opinions of Free Market Philosophy.
INSTITUTION World Research, Inc., San Diego, Calif. Campus Studies Inst. Div.
PUB DATE 73
NOTE 67p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS College Faculty; College Students; *Government Role; *Higher Education; *Political Attitudes; Social Attitudes; Social Values; *Student Attitudes; *Teacher Attitudes

ABSTRACT

This nationwide survey was designed specifically to ascertain student and faculty attitudes toward free enterprise, the free market philosophy, and government intervention. A total of 39,705 survey forms were received by students and faculty members around the country; 14,098 of these were returned for a response rate of 35.15%. Results indicated about 76 percent of the college students in the U.S. hold either consistently anti-free market beliefs or philosophically contradictory beliefs about government and freedom. The same conclusion is indicated by research conducted among 2,205 faculty members from 2,169 colleges and universities throughout the U.S. Responses to statements about government intervention indicate that nearly four in ten students believe that the government can be given more problems to solve without also giving it more power over individuals. Seventy-six percent of the college students believe that free enterprise is the system that best preserves freedom of speech, religion, press, personal behavior, etc. Faculty attitudes tend in the same directions: while chairmen of the economics and mathematics departments tend to be more favorable to the free-market philosophy than do students, the chairmen of the political science and sociology departments tend to be less favorable than students toward free enterprise. (Author/MJM)

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STUDENT-FACULTY OPINION POLL

NATIONWIDE SURVEYS ON STUDENT AND FACULTY OPINIONS OF FREE MARKET PHILOSOPHY

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October 18, 1973

The idea of conducting these nationwide surveys was suggested to the World Research, Inc., staff by students, and students proposed most of the survey questions (statements).

The compilation of the data and the writing of the report were done by Karl Keating, a second year law student at the University of San Diego.

The project was under the overall supervision of Mrs. Ralph W. Newman of the World Research staff and was conducted in consultation with Dr. Daniel Orr, Professor of Economics at the University of California, San Diego, and Thomas H. Copeland, Director, Marketing and Behavioral Research, Copley International Corporation.

T. B. Loeffler

Theodore B. Loeffler
President

1973

STUDENT - FACULTY OPINION POLL

NATIONWIDE SURVEYS ON STUDENT
AND FACULTY OPINIONS OF
FREE MARKET PHILOSOPHY

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INTRODUCTION

During the 1973 academic year World Research, Inc., conducted nationwide surveys designed specifically to ascertain student and faculty attitudes toward free enterprise, the free market philosophy, and government intervention.

> Prior to these surveys there was little survey information on this topic readily available to either researchers or the general public.
>
> For that reason these surveys are calculated to be of considerable value to those interested in studying college student and faculty beliefs about free market alternatives to problem solving.

A total of 39,705 survey forms were received by students and faculty members around the country; 14,098 of these were returned for a response rate of 35.51%.

All populations surveyed tended to respond in the same manner to each statement. From this it is concluded that there is a high degree of uniformity of thought among students and faculty members -- regardless of class, departmental affiliation, school, or section of the nation.

In this report only the seven nationwide samples are considered in depth. Reports on the other samples -- which are listed under "Populations Sampled" -- are available separately from WRI.

SUMMARY OF RESULTS

THE MAJOR CONCLUSION OF THE 1973 SURVEYS

The major conclusion suggested by the 1973 World Research, Inc., Nationwide Surveys is that:

> About 76% of the college students in the United States hold either consistently anti-free market beliefs or philosophically contradictory beliefs about government and freedom.

The same conclusion is indicated by research conducted among 2,205 faculty members from 2,169 colleges and universities across the country.

NATIONAL STUDENT OPINIONS

Government Intervention:

Responses to statements about government intervention indicate that nearly four in ten students believe that the government can be given more problems to solve without also giving it more power over individuals. For example:

65% of all students in the national random sample think that individual liberty is reduced when the government is given more power;

yet, only ...

28% of them think that relegating a problem to the government will result in a reduction of that liberty.

This means that up to 37% (65% minus 28%) of the students think that government intervention does not lead to more power over individuals.

> This stands in stark contrast to the fact that 80% think that the government has no right to interfere with a person's actions (moral or immoral) which do not harm others.

That is, while almost all students are very wary of the government's interfering with their personal liberties, relatively few of them think that their personal liberties are in jeopardy if the government interferes heavily in other areas.

In fact:

69% believe that today's most important social problems are most likely to be solved by government intervention,

and ...

67% believe the government should intervene to correct economic inequities,

and ...

70% believe the government should intervene to correct social inequities,

and ...

52% say it is the proper function of government not only to defend against aggression from others, but also to legislate that which is for the individual's own good.

What this suggests is that students do not want government interference in <u>their</u> personal lives, but they do not object to government interference in <u>other people's</u> personal lives.

Views on Free Enterprise:

76% of the college students in the United States believe that free enterprise is the system which best preserves freedoms of speech, religion, press, personal behavior, etc.

Yet ...

42% believe that the free enterprise system exploits the many for the benefit of the few,

and ...

38% blame "excess profits" for what they believe are the serious problems facing the United States,

and ...

62% believe that these problems can be eventually traced to improper interlocking relationships between business and government,

and ...

56% blame the free enterprise system (the system of profit and private property) for the government's handing out of favors to special interest groups.

Because the developing "energy crisis" could lead to further government intervention, a specific question was asked to determine student attitudes:

Only 16% strongly believe that the delivery of gas and electric power can best be handled by private enterprise (as opposed to government).

NATIONAL FACULTY OPINIONS

Faculty attitudes tend in the same directions:

> While chairmen of the economics and mathematics departments tend to be more favorable to the free market philosophy than do students, the chairmen of the political science and sociology departments tend to be less favorable than students toward free enterprise.

INTERPRETATION OF DATA

ANALYSIS OF STATEMENTS AND RESPONSES

For the purposes of this report we have considered the following to be basic attitudes characteristic of a person who supports the free enterprise system:

(a) acceptance of the principles of private property, limited government, competition, the profit motive, and ...

(b) rejection of the principles of government control, regulation, or interference in business or personal dealings of any sort which do not threaten the lives, liberty, or property of others.

Thirteen of the 17 statements in the 1973 World Research, Inc., surveys have responses which are strictly compatible or incompatible with free market principles. They allow a determination of the extent to which a respondent or a population thinks in a manner that is in accord with the free market philosophy. The remaining four statements do not lend themselves to this analysis; they were designed for other purposes and will be considered below.

To simplify this summary discussion the two affirmative responses (strongly agree, somewhat agree) were lumped together to form one category designated "agree"; similarly, the two negative responses (strongly disagree, somewhat disagree) were combined to form "disagree."

Below are listed the 13 statements, the response determined to be compatible with the free market philosophy, and the per cent of each population that responded in a manner compatible with the free market.

Statement 1

"Today's important social problems are most likely to be solved by lobbying, politicking, pressuring, picketing, voting, etc. -- any legal means -- to persuade government that it should intervene to solve these problems."

While only advocacy within the law should be applauded, one must make a distinction between kinds of advocacy. A basic premise of the free market is that the activities of the government should be strictly limited; thus, an advocacy which encourages more government intervention is not compatible with the free market philosophy.

Response compatible with free market: disagree.

Percentage of each population that answered in manner compatible with free market:

Student Random Sample	26.75%
Campus Newspaper Editors	24.96
Student Government Presidents	19.12
Economics Chairmen	38.14
Mathematics Chairmen	33.67
Political Science Chairmen	23.19
Sociology Chairmen	32.96

Statement 2

"The government's handing out of favors to special interest groups (big and small), such as business, labor, and farmers, thrives in America, generally speaking, because of the system of profit and private property."

This statement was designed to see how many people think the precise opposite might be true: that fewer favors would be handed out under a free enterprise system since the government would have less to hand out.

Response compatible with free market: disagree.

Percentage of each population that answered in manner compatible with free market:

Student Random Sample	26.32%
Campus Newspaper Editors	24.49
Student Government Presidents	23.69
Economics Chairmen	57.30
Mathematics Chairmen	46.66
Political Science Chairmen	36.49
Sociology Chairmen	28.52

Statement 4

"Free enterprise -- the system of profit and private property -- exploits the many for the benefit of the few."

> "Exploitation" (campus jargon) of poor people by "greedy capitalists" (campus jargon) is a favorite theme at the colleges. The responses indicate to what extent students and faculty believe that the capitalistic (free market) system benefits only a few.
>
> Response compatible with free market: <u>disagree</u>.

Percentage of each population that answered in manner compatible with free market:

Student Random Sample	50.11%
Campus Newspaper Editors	48.03
Student Government Presidents	48.60
Economics Chairmen	74.17
Mathematics Chairmen	71.16
Political Science Chairmen	53.43
Sociology Chairmen	42.22

Statement 5

"Such an essential service as mail delivery can better be handled by private enterprise than by government."

In recent years the Postal Service has received considerable flack from irate citizens for its apparently inefficient handling of the mail. The responses to this statement indicate what the college population thinks should be done about the alleged problem -- should the government run the operation, or should the switch be made to private enterprise?

Response compatible with free market: agree.

Percentage of each population that answered in a manner compatible with the free market:

Student Random Sample	30.76%
Campus Newspaper Editors	37.84
Student Government Presidents	36.31
Economics Chairmen	47.10
Mathematics Chairmen	40.00
Political Science Chairmen	27.62
Sociology Chairmen	31.85

Statement 6

"The government should pass better legislation and provide adequate funds to correct economic inequities."

The responses here illustrate the extent to which the college community believes that wealth should be distributed more evenly through governmental actions rather than through the natural operation of the market.

Response compatible with free market: disagree.

Percentage of each population that answered in a manner compatible with the free market:

Student Random Sample	20.18%
Campus Newspaper Editors	17.74
Student Government Presidents	15.43
Economics Chairmen	31.28
Mathematics Chairmen	34.67
Political Science Chairmen	19.55
Sociology Chairmen	15.74

Statement 7

"Non-economic freedoms (freedoms of speech, religion, press, personal behavior, etc.) cannot long be preserved in a system of competitive free enterprise."

Here the responses indicate to what extent the populations believe that political freedom can be maintained while economic freedom is diminished. A free market principle is that if economic freedoms are reduced, then other freedoms must necessarily be reduced.

Response compatible with free market: disagree.

Percentages of each population that answered in a manner compatible with the free market:

Student Random Sample	75.76%
Campus Newspaper Editors	72.22
Student Government Presidents	74.39
Economics Chairmen	88.23
Mathematics Chairmen	89.17
Political Science Chairmen	79.44
Sociology Chairmen	73.89

Statement 8

"It is the proper function of government to not only defend you against aggression from others, but also to legislate that which is for your own good."

The free market system has as one of its principles the belief that government bureaucrats, being otherwise average citizens, are not qualified merely through their holding offices to determine what activities are "good" for other people.

Response compatible with free market: disagree.

Percentage of each population that answered in a manner compatible with the free market:

Student Random Sample	40.56%
Campus Newspaper Editors	49.29
Student Government Presidents	40.70
Economics Chairmen	52.37
Mathematics Chairmen	52.84
Political Science Chairmen	40.72
Sociology Chairmen	45.74

Statement 10

"The government should pass better legislation and provide adequate funds to correct social inequities."

This statement parallels Statement 6; the responses measure views on government action designed to restructure social conditions.

Response compatible with free market: disagree.

Percentage of each population that answered in a manner compatible with the free market:

Student Random Sample	20.54%
Campus Newspaper Editors	17.42
Student Government Presidents	12.10
Economics Chairmen	28.12
Mathematics Chairmen	31.34
Political Science Chairmen	14.92
Sociology Chairmen	12.41

Statement 12

"As a general rule, when we try to lift a problem to the government, we are sacrificing the liberties of the people."

This statement, a quotation from President John F. Kennedy, was designed to see to what extent this alleged truism may be realized.

Response compatible with free market: agree.

Percentage of each population that answered in a manner compatible with the free market:

Student Random Sample	27.90%
Campus Newspaper Editors	34.22
Student Government Presidents	22.11
Economics Chairmen	41.30
Mathematics Chairmen	41.16
Political Science Chairmen	28.63
Sociology Chairmen	29.44

Statement 13

"Such an essential service as the delivery of gas and electric power can better be handled by private enterprise than by government."

This parallels Statement 5; here, however, the industry in question is not government-owned, but government-regulated, and the complaints about the utilities tend to concern, as a general rule, environmental issues rather than operating efficiency.

Response compatible with free market: agree.

Percentages of each population that answered in a manner compatible with the free market:

Student Random Sample	42.75%
Campus Newspaper Editors	47.72
Student Government Presidents	42.63
Economics Chairmen	53.96
Mathematics Chairmen	54.33
Political Science Chairmen	30.85
Sociology Chairmen	34.81

Statement 14

"The government has no legitimate right to interfere with an individual's actions (moral or immoral) so long as those actions do not endanger the life, liberty, or property of others."

Like Statement 8, this statement's responses measure the extent to which the government's legislation of moral issues is viewed favorably. While the earlier statement is phrased in a positive or affirmative manner, this one is phrased in a negative manner.

Response compatible with free market: agree.

Percentage of each population that answered in a manner compatible with the free market:

Student Random Sample	80.45%
Campus Newspaper Editors	81.94
Student Government Presidents	80.52
Economics Chairmen	64.32
Mathematics Chairmen	60.50
Political Science Chairmen	65.93
Sociology Chairmen	69.26

Statement 15

"The more power you give to government the less hope there is for individual liberty."

This is a restatement of Statement 12. Its responses show how the use of stock phrases may alter response patterns: in Statement 12 the phrase "liberties of the people" is used; here, the phrase "individual liberty" is substituted.

Response compatible with free market: agree.

Percentages of each population that answered in a manner compatible with the free market:

Student Random Sample	65.12%
Campus Newspaper Editors	71.43
Student Government Presidents	60.00
Economics Chairmen	59.76
Mathematics Chairmen	68.67
Political Science Chairmen	43.95
Sociology Chairmen	50.37

Statement 16

"Many of the serious problems facing the nation today, whatever you think they are, can be traced to the system which allows excess profits."

This statement was designed to see how many college students and professors have objections to business based upon a belief that profits are too high.

Response compatible with free market: disagree.

Percentage of each population that answered in a manner compatible with the free market:

Student Random Sample	39.68%
Campus Newspaper Editors	38.77
Student Government Presidents	39.65
Economics Chairmen	69.59
Mathematics Chairmen	56.33
Political Science Chairmen	46.57
Sociology Chairmen	39.26

The following four statements had responses which could properly be considered neither compatible nor incompatible with the free market philosophy.

Statement 3

"When effluents from a paper mill can be drunk and exhaust from factory smokestacks can be breathed, then man will have done a good job in saving the environment ... what we want is zero toxicity; no effluents."

This statement by Dr. Jacques Cousteau literally makes no sense, since life as we know it cannot exist without some effluents. The question in the pollution controversy is not whether effluents should be allowed; rather, it is: What kind and how much? The responses to this statement indicate to what extent students and faculty are committed, on occasion, to non-logical and emotional propositions.

Percentage of each population that agreed with the statement:

Student Random Sample	71.11%
Campus Newspaper Editors	68.76
Student Government Presidents	66.67
Economics Chairmen	36.38
Mathematics Chairmen	58.66
Political Science Chairmen	60.48
Sociology Chairmen	56.67

Statement 9

"Students, particularly freshmen, are being manipulated by student movement leaders out to build their own power over other people."

This statement concerns the goals of the student movement leaders -- do students believe these leaders to be idealistic, unselfish reformers or just young ideologues who want more power for themselves?

Percentage of each population that agreed with the statement:

Student Random Sample	30.39%
Campus Newspaper Editors	33.75
Student Government Presidents	32.81
Economics Chairmen	38.32
Mathematics Chairmen	39.00
Political Science Chairmen	36.89
Sociology Chairmen	30.74

Statement 11

"Political inquiry, expression, learning, and teaching are critical parts of the educative process, but, in addition, it is proper and necessary in today's political environment for the university to become an advocate of certain political positions."

At root this statement deals with academic freedom and whether students and faculty believe it can exist in a politicized campus environment. In conjunction with Statement 9, this statement gives an indication of student and faculty attitudes regarding the troubles on the campuses over the last decade.

Percentage of each population that agreed with the statement:

Student Random Sample	27.48%
Campus Newspaper Editors	31.39
Student Government Presidents	37.54
Economics Chairmen	20.74
Mathematics Chairmen	17.00
Political Science Chairmen	26.62
Sociology Chairmen	28.33

Statement 17

"Many of the serious problems facing the nation today, whatever you think they are, can be traced to improper interlocking relationships between business and government."

The responses to this statement indicate whether students and their instructors are worried about business per se or about business in collusion with government. Many people fail to recognize the distinction, and so they assume that anti-business-in-collusion-with-government feeling is the same as anti-business feeling.

Percentage of each population that agreed with the statement:

Student Random Sample	62.15%
Campus Newspaper Editors	65.78
Student Government Presidents	65.09
Economics Chairmen	52.55
Mathematics Chairmen	47.66
Political Science Chairmen	59.68
Sociology Chairmen	65.56

COMPOSITE RATINGS

The following table indicates the extent to which each of the seven populations under discussion in this report is in strong agreement with basic free market principles. An "ideal" rating of 100% would indicate complete consistency with the underpinnings of the market economy.

Whereas in the last section both affirmative responses were used to obtain "agree" and both negative responses to obtain "disagree," here we are considering only "strongly agree" and "strongly disagree," for only those, of course, can indicate strong consistency with free market beliefs.

The rating for each of the specified populations was determined as follows. For each of the 13 statements the "strongly consistent" response was determined (see previous section). Then the corresponding percentage was found. This percentage could range, theoretically, from zero to 100. Once this was done for each of the 13 statements, the 13 "strongly consistent" percentages were tallied. This meant a high score of 1300%. The resulting figure was then normalized by dividing by 13; this left a scale running from zero to 100%.

Population	Rating
Total Consistency with Free Market	100.00%
Economics Chairmen	30.70
Mathematics Chairmen	25.35
Campus Newspaper Editors	21.34
Student Random Sample	19.13
Student Government Presidents	18.84
Political Science Chairmen	18.41
Sociology Chairmen	15.77

CONTRADICTORY ATTITUDES ABOUT PERSONAL LIBERTIES

Certain contradictory attitudes among respondents are perceived.

For example, while the respondents overwhelmingly do not want the government to interfere with their personal matters (see responses to Statement 14 below), they also overwhelmingly want the government to interfere with other people's personal matters (see responses to Statement 10 below).

> A person cannot logically say that the government should not interfere with his personal liberties while at the same time saying that it should interfere with other people's personal liberties. These contradictory responses may be attributed to a lack of understanding of the basic principles of freedom.

These facts are illustrated in the following chart, which is based upon these two statements and the responses to them:

> Statement 10.
>
> "The government should pass better legislation and provide adequate funds to correct social inequities."
>
> Statement 14.
>
> "The government has no legitimate right to interfere with an individual's actions

(moral or immoral) so long as those actions do not endanger the life, liberty, or property of others."

In the chart, the figures under Statement 10 are the "agree" percentages -- that is, the percentages of respondents who believe that the government should interfere with other people's personal matters.

The figures for Statement 14 are the "agree" percentages -- that is, the percentages of respondents who believe that the government should not interfere with the respondents' personal matters.

Notice the extent to which the respondents are replying in a contradictory fashion.

	Gov't. Should Interfere	Gov't. Should Not Interfere
	#10	#14
Student Random Sample	69.86%	80.45%
Campus Newspaper Editors	73.16	81.94
Student Government Presidents	76.49	80.52
Economics Chairmen	61.85	64.32
Mathematics Chairmen	57.00	60.50
Political Science Chairmen	76.21	65.93
Sociology Chairmen	80.00	69.26
Averages	70.65	71.84

Using the averages at the bottom of the chart, one finds:

> At least 42.49% of all respondents are contradictory in their beliefs, and the percentage is very likely much higher.

The figure of 42.49% was obtained in the following manner, using the average results to Statements 10 and 14. It is clear that a person cannot be consistent and agree to Statement 10 (that the government should interfere) and also agree to Statement 14 (that the government should not interfere).

From the chart it is clear that 70.65% agreed to Statement 10 and 71.84% agreed to Statement 14. It is possible, then, that all 70.65% who agreed to Statement 10 also agreed to Statement 14. That is, it is possible that up to 70.65% of the respondents are strictly inconsistent in their beliefs.

However, it is likely that the true "overlap" figure is lower. The minimum this can be is 42.49%, which is the amount that the sum of 70.65% and 71.84% exceeds 100.00% (the maximum possible). That is, <u>at least</u> 42.49% of all respondents are contradictory in their beliefs; at most 70.65% are. It is likely that the precise figure is between those extremes.

PHILOSOPHIC INCONSISTENCY OF POPULATIONS

For the determination of philosophic inconsistency six groups of statements have been used. Four of these groups consist of a single pair of statements each; the remaining two contain four statements each. The statements in each group are concerned with the same major topic. (The groups are listed below.)

We have defined "consistent" and "inconsistent" as follows:

> In the case of a group of only two statements, consistent positions are those in which both responses are either pro- or anti-free enterprise.
>
> In the case of a group of four statements, consistent positions are those in which three or four of the responses are pro- or anti-free enterprise.
>
> All other combinations of responses are neither consistently pro- nor consistently anti-free enterprise; they are inconsistent.

In the following subsections each of the six groups of statements is discussed: the statements in each are listed, a brief explanation of their relationships with one another given, and the consistency and inconsistency percentages for each of the seven populations listed.

Group 1

This group consists of the following four statements:

Statement 2.

> "The government's handing out of favors to special interest groups (big and small) such as business, labor, and farmers, thrives in America, generally speaking, because of the system of profit and private property."

Statement 4.

> "Free enterprise -- the system of profit and private property -- exploits the many for the benefit of the few."

Statement 7.

> "Non-economic freedoms (freedom of speech, religion, press, personal behavior, etc.) cannot long be preserved in a system of competitive private enterprise."

Statement 16.

> "Many of the serious problems facing the nation today, whatever you think they are, can be traced to the system which allows excess profits."

These statements are all directly concerned with the alleged evils of private enterprise. Statement 2 considers special interest groups, Statement 4 looks at the "exploitation" argument, Statement 7 deals with the so-called tendency of competition to reduce freedoms, and Statement 16 concerns that bugbear "excess profits." Respondents consistently in favor of free market principles would not attribute these evils to the market economy; someone opposed to the free market would.

Group 1 chart:

	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Ran. Samp.	34.98%	23.16%	41.86%	65.02%
Editors	33.27	27.79	38.94	66.73
Presidents	33.86	27.72	38.42	66.14
Econ. Chmn.	69.78	12.84	17.38	30.22
Math Chmn.	61.00	14.18	24.82	39.00
P.S. Chmn.	45.15	29.64	25.21	54.85
Soc. Chmn.	32.60	34.08	33.32	67.40

Group 2

This group consists of the following two statements:

Statement 5.

> "Such an essential service as mail delivery can better be handled by private enterprise than by government."

Statement 13.

> "Such an essential service as the delivery of gas and electric power can better be handled by private enterprise than by government."

These statements both deal with public services. A person consistently in favor of the free market would say that both the post office and the utilities should be privately run since running them is not the proper function of the government. Someone consistently opposed to the free market would argue that both should be government-run and that running them is a proper governmental function.

Group 2 chart:

	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Ran. Samp.	21.27%	26.43%	52.30%	78.73%
Editors	26.06	22.14	51.80	73.94
Presidents	24.91	23.33	51.76	75.09
Econ. Chmn.	35.85	17.75	46.40	64.15
Math Chmn.	32.00	17.67	50.33	68.00
P.S. Chmn.	17.14	34.48	48.38	82.86
Soc. Chmn.	19.26	29.44	51.30	80.74

Group 3

This group consists of the following four statements:

Statement 6.

> "The government should pass better legislation and provide adequate funds to correct economic inequities."

Statement 8.

> "It is the proper function of government to not only defend you against aggression from others, but also to legislate that which is for your own good."

Statement 10.

> "The government should pass better legislation and provide adequate funds to correct social inequities."

Statement 14.

> "The government has no legitimate right to interfere with an individual's actions (moral or immoral) so long as those actions do not endanger the life, liberty, or property ot others."

These statements all concern government intervention. As a general rule, the free market advocate thinks that such intervention is not a proper function of government. The opponent of the free market would say that such intervention is both proper and desirable.

Group 3 chart:

	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Ran. Samp.	16.52%	36.32%	47.16%	83.48%
Editors	16.32	32.80	50.88	83.68
Presidents	12.11	38.95	48.94	87.89
Econ. Chmn.	37.42	38.85	33.73	62.58
Math Chmn.	28.00	28.84	43.16	72.00
P.S. Chmn.	13.48	43.95	42.57	86.52
Soc. Chmn.	12.78	43.91	43.31	87.22

Group 4

This group consists of the following two statements:

Statement 8.

> "It is the proper function of government to not only defend you against aggression from others, but also to legislate that which is for your own good."

Statement 14.

> "The government has no legitimate right to interfere with an individual's actions (moral or immoral) so long as those actions do not endanger the life, liberty, or property of others."

The individual supporting the free market would say that the government should not determine what a person may or may not do if his proposed act or forebearance would not invade the rights of others. The person opposed to the free market would answer oppositely.

Group 4 chart:

	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Ran. Samp.	35.66%	10.95%	53.39%	64.34%
Editors	42.70	8.48	48.82	57.30
Presidents	35.26	10.35	54.39	64.74
Econ. Chmn.	37.43	15.99	46.58	62.57
Math Chmn.	36.33	17.00	46.67	63.67
P.S. Chmn.	30.04	18.35	51.61	69.96
Soc. Chmn.	34.81	15.56	49.63	65.11

Group 5

This group consists of the following two statements:

Statement 6.

> "The government should pass better legislation and provide adequate funds to correct economic inequities."

Statement 10.

> "The government should pass better legislation and provide adequate funds to correct social inequities."

These statements concern the government's attempts to "solve" problems and whether such activity is a proper use of the government. The free market supporter would say that it is not, and he would argue that the market economy can more efficiently and justly handle these concerns. The opponent of the free market would say that the market economy is less efficient than government and that it cannot handle these matters in a just manner.

Group 5 chart:

	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Ran. Samp.	12.46%	57.09%	30.45%	87.54%
Editors	10.05	60.75	29.20	89.95
Presidents	7.72	64.91	27.37	92.28
Econ. Chmn.	22.14	54.31	23.55	77.86
Math Chmn.	24.00	42.67	33.33	76.00
P.S. Chmn.	10.48	65.12	24.40	89.52
Soc. Chmn.	8.70	71.85	19.45	91.30

Group 6

This group consists of the following two statements:

Statement 12.

> "As a general rule, when we try to lift a problem to the government, we are sacrificing the liberties of the people."

Statement 15.

> "The more power you give to government the less hope there is for individual liberty."

The supporter of the free market would argue that whenever the government gets more power, it necessarily reduces the liberties of individuals; the opponent of the free market would say that the government's achieving more power would not reduce individual liberty.

Group 6 chart:

	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Ran. Samp.	23.04%	18.98%	57.98%	76.96%
Editors	30.30	14.91	54.79	69.70
Presidents	17.54	22.81	59.65	82.46
Econ. Chmn.	36.56	25.13	38.31	63.44
Math Chmn.	36.33	18.33	45.34	63.67
P.S. Chmn.	22.38	39.72	37.90	77.62
Soc. Chmn.	23.33	32.78	43.89	76.67

The following charts take the same data given above and present them in a different manner. The data are broken down by population rather than by group of statements.

The percentages given indicate what portion of each population is consistent or inconsistent in philosophy, and in the eighth chart the results are averaged.

Student Random Sample

Questions	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Group 1	34.98%	23.16%	41.86%	65.02%
Group 2	21.27	26.43	52.30	78.73
Group 3	16.52	36.32	47.16	83.48
Group 4	35.66	10.95	53.39	64.34
Group 5	12.46	57.09	30.45	87.54
Group 6	23.04	18.98	57.98	76.96
Averages	23.99	28.82	47.19	76.01

Campus Newspaper Editors

Questions	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Group 1	33.27%	27.79%	38.94%	66.73%
Group 2	26.06	22.14	51.80	73.94
Group 3	16.32	32.80	50.88	83.68
Group 4	42.70	8.48	48.82	57.30
Group 5	10.05	60.75	29.20	89.95
Group 6	30.30	14.91	54.79	69.70
Averages	26.45	27.81	45.74	73.55

Student Government Presidents

Questions	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Group 1	33.86%	27.72%	38.42%	66.14%
Group 2	24.91	23.33	51.76	75.09
Group 3	12.11	38.95	48.94	87.89
Group 4	35.26	10.35	54.39	64.74
Group 5	7.72	64.91	27.37	92.28
Group 6	17.54	22.81	59.65	82.46
Averages	21.90	31.35	46.76	78.10

Economics Chairmen

Questions	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Group 1	69.78%	12.84%	17.38%	30.22%
Group 2	35.85	17.75	46.40	64.15
Group 3	37.42	38.85	33.73	62.58
Group 4	37.43	15.99	46.58	62.57
Group 5	22.14	54.31	23.55	87.86
Group 6	36.56	25.13	38.31	63.44
Averages	38.20	27.48	34.33	61.80

Mathematics Chairmen

Questions	Consistent		Inconsistent	Total: Anti-Free Market + Inconsistent
	Pro-Free Market	Anti-Free Market	Neither	
Group 1	61.00%	14.18%	24.82%	39.00%
Group 2	32.00	17.67	50.33	68.00
Group 3	28.00	28.84	43.16	72.00
Group 4	36.33	17.00	46.67	63.67
Group 5	24.00	42.67	33.33	76.00
Group 6	36.33	18.33	45.34	63.67
Averages	36.28	23.12	40.61	63.72

Political Science Chairmen

Questions	Consistent: Pro-Free Market	Consistent: Anti-Free Market	Inconsistent: Neither	Total: Anti-Free Market + Inconsistent
Group 1	45.15%	29.64%	25.21%	54.85%
Group 2	17.14	34.48	48.38	82.86
Group 3	13.48	43.95	42.57	76.52
Group 4	30.04	18.35	51.61	69.96
Group 5	10.48	65.12	24.40	89.52
Group 6	22.38	39.72	37.90	77.62
Averages	23.11	38.54	38.35	76.89

Sociology Chairmen

Questions	Consistent: Pro-Free Market	Consistent: Anti-Free Market	Inconsistent: Neither	Total: Anti-Free Market + Inconsistent
Group 1	32.60	34.08	33.32	67.40
Group 2	19.26	29.44	51.30	80.74
Group 3	12.78	43.91	43.31	87.22
Group 4	34.81	15.56	49.63	65.19
Group 5	8.70	71.85	19.45	91.30
Group 6	23.33	37.94	40.15	76.67
Averages	21.91	37.94	40.15	78.09

Population Averages

	Consistent: Pro-Free Market	Consistent: Anti-Free Market	Inconsistent: Neither	Total: Anti-Free Market + Inconsistent
Ran. Sam.	23.99%	28.82%	47.19%	76.01%
Editors	26.45	27.81	45.74	73.55
Pres.	21.90	31.35	46.76	88.10
Econ.	38.20	27.48	34.33	61.80
Math	36.38	23.12	40.61	63.72
Pol. Sci.	23.11	38.54	38.35	76.89
Soc.	21.91	37.94	40.15	78.09
Averages	27.42	30.72	41.16	72.58

METHODOLOGY

FORMAT OF SURVEYS

Developing a new survey was a lengthy and difficult process involving many crucial decisions. The first of these decisions concerned the nature of the survey method: whether to conduct personal interviews or to use mailed survey forms. The latter option was taken.

The over-riding consideration was the nature of the proposed survey statements. Most national surveys pose rather simple questions (for example, "Do you approve of the performance of the President?") which can be answered by the standard responses: yes, undecided, no.

The WRI staff concluded that to discover anything meaningful about the students' and faculty members' attitudes toward the market economy, simplistic questions were not the best approach. Therefore it would be necessary to construct statements which were more philosophical in nature.

The finalized survey demanded considerable thinking on the part of the respondent and could not be answered on a simple yes-undecided-no scale. The statements each had five possible responses: strongly disagree, somewhat disagree, undecided, somewhat agree, strongly agree.

RESPONSE INCENTIVES

To encourage a high response rate among those students who tend not to complete mailed survey forms, respondents were promised and received one dollar if they returned completed surveys.

With the incentive, for the national random sample of students, a response rate of 42.6% was achieved.

The student leaders (campus newspaper editors and student government presidents) were also offered the dollar, and their aggregate response rate was 37.0%.

Since faculty members tend more often than do students to return survey forms, no incentive was offered them. Their response rate was 25.4%.

SELECTION OF STATEMENTS

The construction of statements was based upon experience with surveys conducted for World Research, Inc., at California State University at San Diego in 1969, Harvard University in 1970, and Stanford University in 1972.

A study of personal correspondence with over 12,000 students also provided the WRI staff with insights that were particularly helpful in developing statements for the 1973 nationwide surveys.

Fifteen of the 17 statements were composed by the WRI staff. The other two were direct quotations taken from men who are generally viewed with favor by students.

> Statement 3, on pollution, was a quotation from Dr. Jacques Cousteau, the oceanographer.
>
> Statement 12, concerning personal liberty, was a quotation taken from a speech by President John F. Kennedy.

The statements were written so that they could conceivably be said to one student by another in everyday conversation; thus, some few irregularities in diction or syntax may be found.

> Sentences strictly conforming to the highest standards of English usage tend to have but little similarity to the jargon heard on campus -- the very jargon in which students think.
>
> Hence, such terms as "exploits" or "social inequities" were used because such terms are

in the common parlance of the colleges. These are colloquialisms which assist in ferreting out the students' true attitudes toward the market economy.

Some statements seem to be very much like others. This repetition aids in determining just what a particular response means.

> For example. Statement 12 reads: "As a general rule, when we try to lift a problem to the government, we are sacrificing the liberties of the people."
>
> In comparison, Statement 15 reads: "The more power you give to government, the less hope there is for individual liberty."

For a listing of all the statements see the section entitled "Interpretation of Statements and Responses."

POPULATIONS SAMPLED

Only the seven nationwide samples are discussed at length in this report. The remaining 36 samples of particular schools -- reports on which are available separately from WRI -- are listed at the conclusion of this section.

The seven nationwide samples here discussed at length include:

1. Random sample of all U.S. students
2. Campus newspaper editors
3. Student government presidents
4. Economics department chairmen
5. Mathematics department chairmen
6. Political science department chairmen
7. Sociology department chairmen

The Student Random Sample

Survey forms were mailed to 5,000 students selected at random from a current master list of about 5,000,000 students from all the nation's colleges and universities, including public, private, and religious schools. Every 1,000th name was chosen until the required number was reached. This sample provided a true cross-section of the nationwide student community and is therefore considered a most important sample.

Response rate: 42.6%

The Student Leaders Samples

There has been considerable speculation that student leaders tend to influence heavily the thinking of their less active peers, and there is little doubt that student leaders at least claim to speak on behalf of other students.

To determine if student leaders have views representative of the students at large, we sampled two groups, campus newspaper editors and student government presidents. Each four-year college and university in the country that we could identify as having these positions (1810 for the editors and 1814 for the presidents) was included in the samples.

Response rates: 39.1% for campus newspaper editors
34.9% for student government presidents

The Department Chairmen Samples

To each of 2410 four-year institutions in the country survey forms were sent to the chairmen of the departments of economics, mathematics, political science, and sociology.

These departments fall roughly into two categories: physical or hard science (as represented by mathematics) and social science (as represented by the remaining three).

Professors of physical or hard sciences are often considered to be the most favorable to free enterprise of all academicians; we thus wanted to sample one such department.

Sociology professors are often considered the least favorable; we thus identified them as a group which should be sampled.

And since this survey's statements were economic and political in nature, we also decided to sample the professors of the economics and political science departments.

Survey forms were addressed to the chairmen of the several departments to facilitate mail delivery and to insure a more accurate comparison of institutions.

Response rate: 26.2% for economics chairmen
27.7% for mathematics chairmen
22.9% for political science chairmen
24.9% for sociology chairmen

The Size of the Samples

Group Sampled	Surveys Sent	Surveys Returned	% Returned*
Student Random Sample	5,000	1,918	42.6%
Campus Newspaper Editors	1,810	637	39.1
Student Government Pres.	1,814	570	34.9
Economics Chairmen	2,410	569	26.2
Mathematics Chairmen	2,410	600	27.7
Pol. Science Chairmen	2,410	496	22.9
Sociology Chairmen	2,410	540	24.9

Samples from Specific Schools

In addition to the above seven samples, the entire faculty and/or the entire freshman class and/or the entire senior class were surveyed at the 25 colleges and universities listed below. From these 25 institutions a total of 36 different samplings were made. Detailed reports on these schools are available from WRI.

California State University, San Diego
Random sample of students

Carnegie Mellon University
Freshmen
Seniors

* All return percentages throughout this report are based on the assumption that 10% of the surveys sent were undeliverable.

Duke University
Seniors

Georgetown University
Freshmen
Seniors

Harvard University
Freshmen
Seniors

Kent State University
Random sample of students

Notre Dame University
Freshmen

Oberlin College
Random sample of students

Oregon State University
Seniors

Pepperdine College
Faculty

Portland State University
Freshmen
Seniors

Purdue University
Seniors

St. Louis University
Freshmen
Seniors
Faculty

Texas A & M University
Freshmen
Seniors

Tuskegee Institute
Faculty

University of California, Berkeley
Freshmen
Seniors

University of California, San Diego
Seniors

University of Indiana, Bloomington
Freshmen
Seniors

University of North Carolina
Seniors

University of Oregon
Seniors

University of San Diego
Faculty

University of Texas, El Paso
Seniors

University of Wisconsin, Madison
Seniors

Washington University (St. Louis)
Freshmen
Seniors

Yale University
Seniors
Faculty

TESTS FOR ACCURACY OF SAMPLES

To determine whether the WRI sampling techniques produced meaningful results -- that is, whether the samples obtained were truly representative of the populations -- two methods were used.

The Chi-Square Tests

The chi-square tests indicated that the chances for any response pattern to any question to have been produced through random selection were less than one in a thousand. Such a small probability means that the statements were clear in their intent and meaning and that the respondents understood them.

If the statements had been unintelligible, then the responses to them would have been meaningless. This was indicated not to be the case, for the chi-square test disproved the following hypothesis:

> "The responses to any particular statement by any of the seven populations were likely to have been given by chance."

The Non-Respondents Test

While the previous test indicated that the responses to the statements meant something, this test indicated that the samples were truly representative of their populations.

From the California State University at San Diego, 4,000 students were selected at random. Each of them was sent a survey form. Completed forms were returned by 34.3% of the students.

It was then determined which of the original 4,000 students did not mail back the surveys, and to these people a second copy was sent with a plea to complete and return the material. Completed sheets were sent back by 31.8% of these students.

The answers of the two groups were then compared, and on the average the groups were found to differ by less than three percentage points per statement.

From this it is concluded that there was no appreciable difference between the respondents and the non-respondents. These findings suggest that the WRI method of surveying obtains an accurate representation of the populations sampled.

SURVEY RESPONSES PER POPULATION SAMPLED

The following seven charts give, for each of the seven populations under discussion in this report, the responses to each of the 17 statements in the survey.

For each statement the raw number of respondents answering in a certain manner is first given, and under that number appears the percentage thus represented. For instance: for Statement 1 on the next page, one finds that of the Student Random Sample, 157 respondents answered "strongly disagree," and this represents 8.19% of all the respondents in the Student Random Sample population that answered Statement 1.

Student Random Sample

Total Responses: 1918

Statement Number	Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree
1	157 8.19%	356 18.56%	81 4.22%	864 45.05%	460 23.98%
2	180 9.38%	325 16.94%	345 17.99%	719 37.49%	349 18.20%
3	174 9.07%	273 14.23%	107 5.58%	512 26.69%	852 44.42%
4	434 22.63%	527 27.48%	152 7.92%	526 27.42%	279 14.55%
5	526 27.42%	469 24.45%	333 17.36%	355 18.51%	235 12.25%
6	117 6.10%	270 14.08%	238 12.41%	708 36.91%	585 30.50%
7	938 48.91%	515 26.85%	135 7.04%	240 12.51%	90 4.69%
8	348 18.14%	430 22.42%	150 7.82%	574 29.93%	416 21.69%
9	562 29.30%	530 27.63%	243 12.67%	414 21.58%	169 8.81%
10	123 6.41%	271 14.13%	184 9.59%	725 37.80%	615 32.06%
11	709 36.97%	478 24.92%	204 10.64%	363 18.93%	164 8.55%
12	310 16.16%	698 36.39%	375 19.55%	434 22.63%	101 5.27%
13	268 13.97%	425 22.16%	405 21.12%	514 26.80%	306 15.95%
14	95 4.95%	212 11.05%	68 3.55%	466 24.30%	1077 56.15%
15	120 6.26%	388 20.23%	161 8.39%	754 39.31%	495 25.81%
16	258 13.45%	503 26.23%	426 22.21%	542 28.26%	189 9.85%
17	106 5.53%	338 17.62%	282 14.70%	843 43.95%	349 18.20%

Campus Newspaper Editors

Total Responses: 637

Statement Number	Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree
1	52 8.16%	107 16.80%	32 5.02%	282 44.27%	164 25.75%
2	73 11.46%	83 13.03%	97 15.23%	235 36.89%	149 23.39%
3	65 10.20%	85 13.34%	49 7.69%	157 24.65%	281 44.11%
4	151 23.70%	155 24.33%	54 8.48%	187 29.36%	90 14.13%
5	133 20.88%	159 24.96%	104 16.33%	141 22.14%	100 15.70%
6	42 6.59%	71 11.15%	80 12.56%	218 34.22%	226 35.48%
7	319 50.08%	141 22.14%	49 7.69%	84 13.19%	44 6.91%
8	158 24.80%	156 24.49%	48 7.54%	164 25.75%	111 17.43%
9	180 28.26%	173 27.16%	69 10.83%	158 24.80%	57 8.95%
10	35 5.49%	76 11.93%	60 9.42%	223 35.01%	243 38.15%
11	220 34.54%	149 23.39%	68 10.68%	125 19.62%	75 11.77%
12	77 12.09%	218 34.22%	124 19.47%	171 26.84%	47 7.38%
13	73 11.46%	134 21.04%	126 19.78%	189 29.67%	115 18.05%
14	29 4.55%	59 9.26%	27 4.24%	148 23.23%	374 58.71
15	29 4.55%	104 16.33%	49 7.69%	250 39.25%	205 32.18%
16	96 15.07%	151 23.70%	123 19.31%	183 28.73%	84 13.19%
17	29 4.55%	97 15.23%	92 14.44%	266 41.76%	153 24.02%

Student Body Presidents

Total Responses: 570

Statement Number	Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree
1	39 6.84%	70 12.28%	28 4.91%	252 44.21%	181 31.75%
2	47 8.25%	88 15.44%	93 16.32%	200 35.09%	142 24.91%
3	46 8.07%	87 15.26%	57 10.00%	137 24.04%	243 42.63%
4	116 20.35%	161 28.25%	37 6.49%	157 27.54%	99 17.37%
5	128 22.46%	115 20.18%	120 21.05%	109 19.12%	98 17.19%
6	32 5.61%	56 9.82%	65 11.40%	205 35.96%	212 37.19%
7	286 50.18%	138 24.21%	32 5.61%	66 11.58%	48 8.42%
8	109 19.12%	123 21.58%	47 8.25%	164 28.77%	127 22.28%
9	157 27.54%	165 28.95%	61 10.70%	141 24.74%	46 8.07%
10	24 4.21%	45 7.89%	65 11.40%	192 33.68%	244 42.81%
12	105 18.42%	212 37.19%	127 22.28%	104 18.25%	22 3.86%
13	66 11.58%	137 24.04%	124 21.75%	148 25.96%	95 16.67%
14	29 5.09%	59 10.35%	23 4.04%	144 25.26%	315 55.26%
15	36 6.32%	133 23.33%	59 10.35%	204 35.79%	138 24.21%
16	75 13.16%	151 26.49%	98 17.19%	163 28.60%	83 14.56%
17	36 6.32%	96 16.84%	67 11.75%	237 41.58%	134 23.51%

Economics Chairmen

Total Responses: 569

Statement Number	Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree
1	111 19.51%	106 18.63%	26 4.57%	216 37.96%	110 19.33%
2	196 34.45%	130 22.85%	37 6.50%	117 20.56%	89 15.64%
3	160 28.12%	141 24.78%	61 10.72%	119 20.91%	88 15.47%
4	299 52.55%	123 21.62%	20 3.51%	87 15.29%	40 7.03%
5	91 15.99%	108 18.98%	102 17.93%	168 29.53%	100 17.57%
6	79 13.88%	99 17.40%	39 6.85%	185 32.51%	167 29.35%
7	417 73.29%	85 14.94%	17 2.99%	29 5.10%	21 3.69%
8	173 30.40%	125 21.97%	37 6.50%	152 26.71%	82 14.41%
9	123 21.62%	146 25.66%	82 14.41%	156 27.42%	62 10.90%
10	69 12.13%	91 15.99%	57 10.02%	199 34.97%	153 26.89%
11	296 52.02%	126 22.14%	29 5.10%	75 13.18%	43 7.56%
12	112 19.68%	157 27.59%	65 11.42%	156 27.42%	79 13.88%
13	67 11.78%	99 17.40%	96 16.87%	156 27.42%	151 26.54%
14	72 12.65%	102 17.93%	29 5.10%	164 28.82%	202 35.50%
15	63 11.07%	124 21.79%	42 7.38%	201 35.33%	139 24.43%
16	256 44.99%	140 24.60%	39 6.85%	101 17.75%	33 5.80%
17	106 18·63%	113 19·86%	51 8·96%	209 36·73%	90 15·82%

Mathematics Chairmen

Total Responses: 600

Statement Number	Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree
1	96 16.00%	106 17.67%	33 5.50%	242 40.33%	123 20.50%
2	131 21.83%	149 24.83%	84 14.00%	171 28.50%	65 10.83%
3	66 11.00%	128 21.33%	54 9.00%	197 32.83%	155 25.83%
4	245 40.83%	182 30.33%	35 5.83%	106 17.67%	32 5.33%
5	90 15.00%	121 20.17%	149 24.83%	145 24.17%	95 15.83%
6	78 13.00%	130 21.67%	82 13.67%	215 35.83%	95 15.83%
7	409 68.17%	126 21.00%	28 4.67%	24 4.00%	13 2.17%
8	172 28.67%	145 24.17%	43 7.17%	169 28.17%	71 11.83%
9	100 16.67%	150 25.00%	116 19.33%	180 30.00%	54 9.00%
10	70 11.67%	118 19.67%	70 11.67%	233 38.83%	109 18.17%
11	296 49.33%	159 26.50%	43 7.17%	85 14.17%	17 2.83%
12	78 13.00%	192 32.00%	83 13.83%	185 30.83%	62 10.33%
13	49 8.17%	102 17.00%	123 20.50%	192 32.00%	134 22.33%
14	67 11.17%	130 21.67%	40 6.67%	172 28.67%	191 31.83%
15	23 3.83%	117 19.50%	48 8.00%	268 44.67%	144 24.00%
16	150 25.00%	188 31.33%	91 15.17%	135 22.50%	36 6.00%
17	70 11.67%	128 21.33%	116 19.33%	227 37.83%	59 9.83%

Political Science Chairmen

Total Responses: 496

Statement Number	Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree
1	42 8.47%	73 14.72%	30 6.05%	229 46.17%	122 24.60%
2	71 14.31%	110 22.18%	37 7.46%	149 30.04%	129 26.01%
3	56 11.29%	89 17.94%	51 10.28%	169 34.07%	131 26.41%
4	131 26.41%	134 27.02%	23 4.64%	132 26.61%	76 15.32%
5	124 25.00%	122 24.60%	113 22.78%	93 18.75%	44 8.87%
6	32 6.45%	65 13.10%	48 9.48%	175 35.28%	177 35.69%
7	284 57.26%	110 22.18%	26 5.24%	50 10.08%	26 5.24%
8	106 21.37%	96 19.35%	48 9.68%	159 32.06%	87 17.54%
9	106 21.37%	150 30.24%	57 11.47%	144 29.03%	39 7.86%
10	25 5.04%	49 9.88%	44 8.87%	173 34.88%	205 41. 33%
11	220 44.35%	107 21.57%	37 7.46%	79 15.93%	53 10.69%
12	131 26.41	171 34.48%	52 10.48%	104 20.97%	38 7.66%
13	97 19.56%	141 28.43%	105 21.17%	100 20.16%	53 10.69%
14	46 9.27%	91 18.35%	32 6.45%	136 27.42%	191 38.51%
15	73 14.72%	169 34.07%	36 7.26%	142 28.63%	76 15.32%
16	94 18.95%	137 27.62%	51 10.28%	153 30.85%	61 12.30%
17	52 10.48%	91 18.35%	57 11.49%	196 39.52%	100 20.16%

Sociology Chairmen

Total Responses: 540

Statement Number	Strongly Disagree	Somewhat Disagree	Undecided	Somewhat Agree	Strongly Agree
1	56 10.37%	122 22.59%	39 7.22%	212 39.26%	111 20.56%
2	45 8.33%	109 20.19%	39 7.22%	207 38.33%	140 25.93%
3	53 9.81%	119 22.04%	62 11.48%	165 30.56%	141 26.11%
4	93 17.22%	135 25.00%	37 6.85%	181 33.52%	94 17.41%
5	116 21.48%	127 23.52%	125 23.15%	114 21.11%	58 10.74%
6	17 3.15%	68 12.59%	40 7.41%	206 38.15%	209 38.70%
7	248 45.93%	151 27.96%	43 7.96%	72 13.33%	26 4.81%
8	117 21.67%	130 24.07%	38 7.04%	174 32.22%	81 15.00%
9	148 27.41%	157 29.07%	69 12.78%	128 23.70%	38 7.04%
10	21 3.89%	46 8.52%	41 7.59%	216 40.00%	216 40.00%
11	200 37.04%	132 24.44%	55 10.19%	105 19.44%	48 8.89%
12	117 21.67%	191 35.37%	73 13.52%	133 24.63%	26 4.81%
13	95 17.59%	137 25.37%	120 22.22%	126 23.33%	62 11.48%
14	37 6.85%	98 18.15%	31 5.74%	163 30.19%	211 39.07%
15	58 10.74%	168 30.19%	47 8.70%	192 35.56%	80 14.81%
16	73 13.52%	139 25.74%	60 11.11%	183 33.89%	85 15.74%
17	33 6.11%	98 18.15%	55 10.19%	229 42.41%	125 23.15%